

# 2023 Annual Report to the School Community

School Name: Oakwood School (8337)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 29 April 2024 at 11:39 AM by Paul Newson (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 01 May 2024 at 12:01 PM by Andrew Simmons (School Council President)

# How to read the Annual Report

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## What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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## What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- Senior Secondary completions and mean study score

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

### Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work
- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

### Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

### NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

## The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

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## Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

### Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

### Victorian Senior Secondary Certificate

The Victorian Senior Secondary Certificate section has been revised to include the newly introduced VCE Vocational Major (VM) and the Victorian Pathways Certificate (VPC). This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCE VM students at the School, Similar School, and State level. Additionally, two new measures will report the number of students that were awarded either the VCE Vocational Major or the Victorian Pathways Certificate.

# About Our School

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## School context

Paul Newson was appointed the substantive Oakwood School Principal from the beginning of Term 4 2022.

In 2022 Oakwood School was also in a year of review, 2023 was the beginning of a new Strategic Plan.

Oakwood School enrolls secondary school aged students who have disengaged from school. We aim to re-introduce students to learning to the extent that they are able to be successful and to empower students to develop a successful adult pathway. The reintroduction of learning occurs with a thoughtful and thorough implementation of trauma informed practices. The school provides a safe, supportive, friendly and orderly learning environment that values Learning, Respect and Empowerment. These values provide us with a framework for the way we achieve our vision. The program is centred around a developmentally responsive personalised learning and pathway plan with a focus on the development of literacy, numeracy, social development, pursuing student's interests and studies of Art and Physical Education. The school focuses on establishing and modelling positive respectful relationships between teachers, students and the broader school community. Its aim is to establish multiple and diverse opportunities for students to experience success in their learning.

Oakwood School student enrolment and induction processes are designed to promote a safe and supportive learning environment and to ensure that staff and students are aware of our expectations and their responsibilities. Our School believes valuing diversity is crucial in the development of positive, supportive and respectful relationships. We embrace an atmosphere that allows students to develop healthy connections and to have the capacity to be autonomous learners. Particular attention will be paid to the cultural safety of Aboriginal children, children from culturally and/or linguistically diverse backgrounds, out of home care students, same sex attracted, intersex and gender diverse young people as well as the safety of children with a disability. Parental/carer's involvement is important, as we recognise that our students are part of a system and not operating in isolation. This is demonstrated through the first meeting with parents or carers, at student led conferences where achievements, reflections and goals are shared with parents/carers and at Student Support Groups which enable parent and student voices to be heard. This collaborative and integrative process gives a strong and clear message to our students and their families, of everyone working together sharing a common goal.

A total of 444 students were enrolled in 2023, 238 female and 206 male across campuses in Caulfield North, Noble Park North and Frankston and in community locations in Hastings, Capel Sound, Pakenham, Chelsea and Mornington. Two percent of students had English as an additional language and 6 percent were Aboriginal or Torres Strait Islander. Oakwood School also runs a senior program, Victorian Pathways Certificate (VPC), at Longbeach Place in Chelsea.

The school's SFOE is "High," this represents a high level of socio - educational disadvantage. The staffing profile of Oakwood School includes a Principal and four Campus Principals, one Business Development Manager and one Business Manager, two Leading Teachers, four Learning Specialists, 30.5 teachers, 22.33 full time equivalent Education Support (ES) staff.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

The new Strategic Plan: **Goal 1: Maximise the learning growth of every student**

#### Targets

##### 1.1

By 2026 students who attend 80% of the time for six months, will achieve at least 12 months growth in 12 months in reading, using teacher judgement.

By 2026 decrease the percentage of students who attend 80% of the time for six months that make no progress in numeracy from 14% to 10 % using teacher judgement.

By 2026 students who attend 80% of the time for six months will make progress from benchmarks established during induction.

## 1.2

By 2026, increase the proportion of positive response scores on the AtoSS across the school for the factor 'Stimulating learning' from 83 % (2022) to be 90%.

Self-regulation and goal setting from 69% (2022) to 75%

Sense of confidence from 60% (2022) to 66%

## 1.3

By 2026 increase the percentage of students with an exit destination

**KIS 1.** Embed whole school scope and sequence documents for literacy and numeracy that promote high quality teaching and learning

**KIS 2.** Improve school- wide instructional leadership capacity

**KIS 3.** Implement a PLC program to build teacher practice and collaboration

## Impact Statement

1. Reviewing and refining the data collection across the school to identify authentic data collection that measure progress and growth from starting point.

Good progress was made, changes have been made to GradeXpert so that we are collecting more precise student information on entry so that we can accurately track growth from starting point and over time. Staff are now recording key data on entry point from induction assessments. Staff and leadership mindset re importance of tracking growth from starting points has changed. We have developed a more accurate measure of initial growth and then growth over time. All staff have developed analysis skills and can talk about students growth in terms of data evidence.

The impact of these changes is that over time it will allow for greater and more refined analysis of growth. Evidence includes GradeXpert tool, whole school meetings and training and campus PL and shared planning time. Actions completed demonstrated predicted changes from our success indicators.

2. Developing a whole-school understanding of numeracy assessment in induction to assess starting point and throughout the year to measure growth.

Changes were made to numeracy assessment based on data evidence collected from previous years and in consultation with external experts. Numeracy data levels showed that around half of the student's numeracy ability meant they were unable to access our current assessment tool (SNMY). Changes made also enabled a starting conversation with new students re maths anxiety and their belief about themselves as mathematicians (numeracy survey).

Impacts- These changes have led to improve targeted, precise planning for all students. Teacher confidence has also improved. Staff have developed their understanding of the developmental stages of early mathematics in counting, place value, addition/subtraction and multiplication/division. Staff are more skilled at using testing result to determine Vic Curriculum level. Actions completed demonstrated predicted changes from our success indicators.

3. Continuing to strengthen the capacity of all teaching staff to use evidence-based practice and to draw on research to inform their practices in teaching writing, reading and numeracy.

Implementation of Numeracy Cycle with a focus on using rich tasks to develop students thinking as a mathematician. Improved consistency of teacher practice in numeracy, based on best practice and HITS (less work sheets more problem solving activities). Recognised opportunities for student voice and agency in the numeracy cycle. Actions completed demonstrated predicted changes from our success indicators.

Whole school writing moderation up-skilled teachers in accurately measuring attainment of student's writing.

Whole school reading moderation enabled staff to use Reader's Notebook entries to help determine Victorian Curriculum level.

For all three actions- milestones/ activities were completed and success indicators achieved.

## Targets

By the end of 2023 the percentage of students achieving 12 months growth in 12 months will increase from 66% to 68% in numeracy.

By the end of 2023

Stimulating learning from 83% (2022) to 85%- stayed at 83%

Self-regulation and goal setting from 69% (2022) to 71%- declined 66%

Sense of confidence from 60% (2022) to 62%- exceeded 64%

By the end of 2023 100% of pathways staff will be familiar of and use destination data to inform planning.- 100% of pathways staff, demonstrated this target, evidenced by conversation in pathways meeting and improved recording of destination data in CASES 21.

## Wellbeing

Goal: **Embed a whole school approach to strengthening students' positive mental health.**

### Impact Statement

School has implemented consistent implementation of SWPBS across the school, based on the values of promoting inclusion, choice, participation and equality of opportunity. We have a trauma informed safe, calm and orderly classroom environment, with personalised learning for every student, gradual induction and learning growth evident for every attending student.

We have formalised through the RRRR SIT, a scope and sequence for the teaching of sexuality education curriculum, with WS access and implementation of Vanessa Hamilton's Talk the Talk program of professional learning and lesson plans.

A schedule of professional learning, whole school and in campuses has been implemented. Lesson plans are on the shared drive and an assessment rubric utilised across the school is uploaded to OneNote on lesson plans. Students are developing their own continuous RRRR booklet.

We have Mental health practitioners in every campus, with students receiving targeted counselling support, or referrals to other agencies where necessary. MHPs are providing quality consultation and Professional learning to teaching staff for student mental health support.

Supporting inclusive education, IEPs are developed for every Koori student, OOHC students, Youth Justice student and a targeted DIP student for every teacher.

At the end of 2023 staff have current IEPs for two students per campus with parental permission forms signed for DIP and SSS.

All staff were involved with uploading SSGs as evidence on IEP /DIP shared drive under each student application. Specialists identified across the school, including Learning Specialist, Psychologists, Mental Health Practitioners, Disability Inclusion Specialist and Careers Specialist.

## Engagement

Oakwood School students continue to be extremely well connected to the school and although consistent attendance is a hurdle for many of them, many thrived. Improving attendance is a constant school-wide focus based upon constant contact and regular student support group meetings.

### Impact Statement

Staff access SafeMINDS across each campus to assess levels of mental health intervention required for students wellbeing. Staff have completed training in Australian Childhood Foundation Smart modules around trauma informed practice and making space for learning.

All staff completed Mandatory reporting training and incorporate best practice into their obligations under the Child Safe Standards.

Regular SSGs for all students conducted to ensure effective case management. Recorded evidence is documented in compass for every student and on IEP /DIP shared drive under each student DIP application. Specialist reports have been written to support safety plans for students. Specialists within the school identified as Psychologist, Learning specialist, Disability Inclusion Coordinator, Careers Specialist. Shared processes have been developed around providing evidence of extensive adjustments for DIP, and better outcomes for students.

Integrated social-emotional learning has been imbedded into school practice, policies and program. Partnering with parents provides opportunities for shared understanding and decision-making in SSGs and First meetings SLC's, pathway meetings and exit meetings. We increased the range of supports provided to students by establishing and maintaining partnerships with other schools, agencies, networks, and community organisations. We foster strong partnerships and collaboration with Principal teams in the COPs, Network meetings, making regular close contact with schools to provide consultation around referred students. We liaise regularly in SSGs with agencies such as, Headspace, Mornington Peninsula Shire Youth Services, ELMHS, Orange Door, DFFH, Anglicare, YSAS, Navigator and constantly build networks of supports for students. Careers and Pathways Coordinators have developed strong processes to ensure a gradual strengths based approach to developing career readiness.

Consultation and support provided to leaders in leadership teams and teaching staff in campuses to ensure clear processes for DIP applications are made including, coordinated DIP meeting processes, SSGs, documentation processes, and data

gathering. Leaders are ensuring evidence-based strategies and practices are used in relation to DIP. Teachers are being supported to monitor and review effectiveness of interventions. A culture of inclusion is developed by supporting staff to consistently apply extensive adjustments for students, using expertise of other professionals' interventions and recommendations and support staff to document suitable adjustments and apply them consistently. We are helping staff to move to a model of teachers as inclusion leaders in the classroom.

The implementation of RRRR has been formalized with professional learning. Oakwood school has consistent implementation of SWPBS across the school, formalisation of RR and sexuality education curriculum, with access and implementation of Vanessa Hamilton's Talk the talk program of professional learning and lesson plans. Schedule of Professional learning implemented and completed with scope and sequence for topics.

Mental health practitioners are located in every campus, with students receiving targeted counselling support, or referrals to other agencies where necessary. IEPs are developed for every Koori student, OOHC students, youth justice student and a targeted DIP student for every teacher.

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## Financial performance

Oakwood School continues to use its resources, including equity funding to support the achievement of the school's goals and targets for improved student learning outcomes as outlined in our strategic plan. Our staffing profile is resourced to enable small class sizes, individual learning support, teaching and learning specialists and \$200,000 was allocated to our MOU with Headspace to provide mental health services at all Oakwood School locations. A net operating surplus of \$1,552,899 will be carried over into the 2024 school year. This will be used to fund fitting out our two new sites, computers, building maintenance at our Caulfield and Noble Park sites, careers counsellors at each site, and opportunities for our students to participate in courses and qualifications to increase their options and chances of success for future training and employment.

Careful management of the Student Resource Package and our equity funding ensures we have the resources to meet our three-year lease payments on the two buildings in Frankston and our presence at the community sites in Pakenham, Rosebud, Hastings, Mornington and Chelsea. These sites provide the opportunity to re-engage disengaged and disadvantaged students with learning and our equity funding ensures we have the funds to meet the costs associated with our lease/license agreements (\$300,000), and the staff to deliver our programs.

Our Dog program continues to operate on most sites and students continue to achieve great success in this program as it also provides great educational pathways and employment opportunities for them. Oakwood School received Commonwealth and State Government Grants to fund the Chaplaincy and Advance programs as well as shade-sails that have been installed at the Caulfield Park campus and the Doctors in Schools program in Noble Park.

**For more detailed information regarding our school please visit our website at**  
<https://oakwoodschool.vic.edu.au/>

# Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 444 students were enrolled at this school in 2023, 238 female and 206 male.

2 percent of students had English as an additional language and 6 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

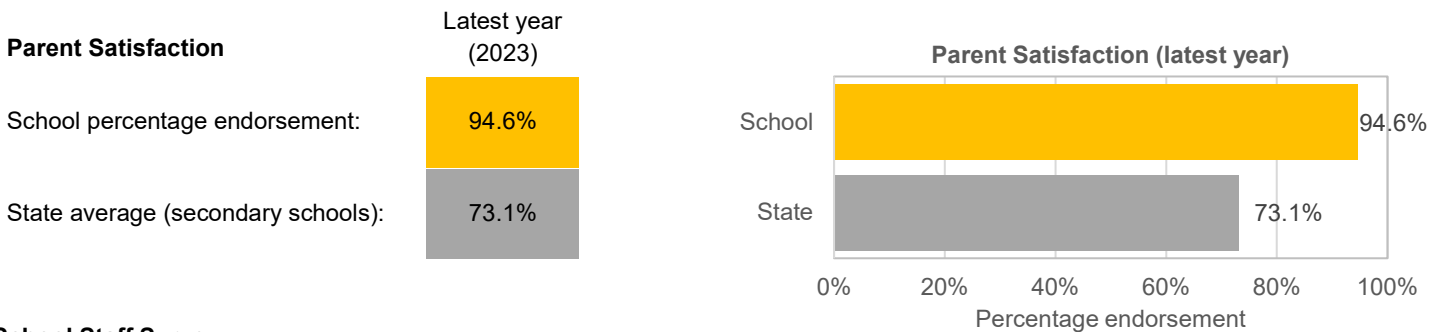
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: High

### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

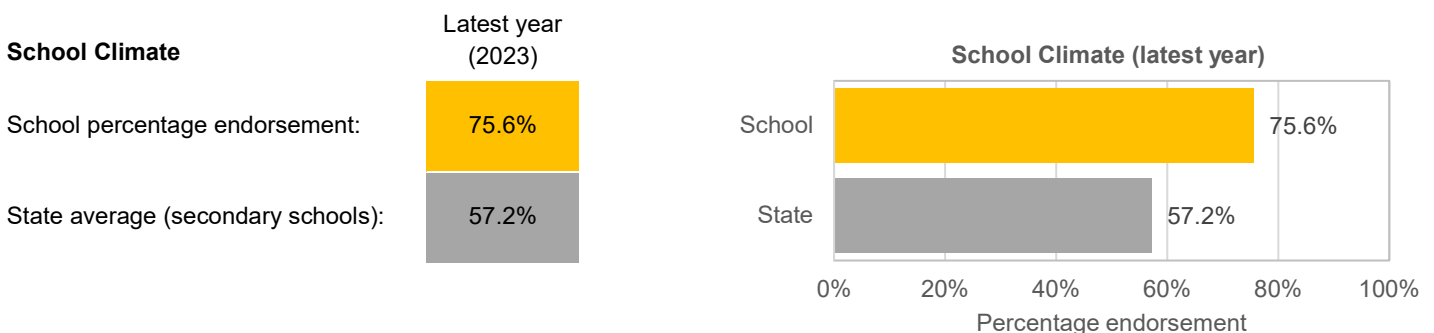


### School Staff Survey

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.





## LEARNING

**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

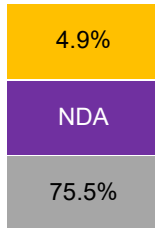
#### English Years 7 to 10

School percentage of students at or above age expected standards:

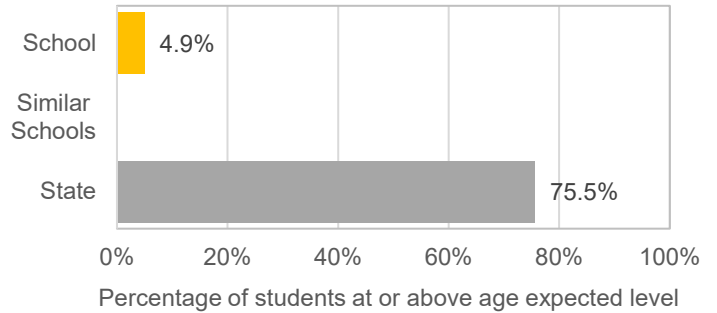
Similar Schools average:

State average:

Latest year  
(2023)



#### English (latest year) Years 7 to 10



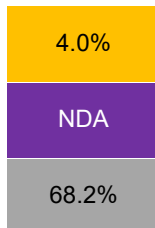
#### Mathematics Years 7 to 10

School percentage of students at or above age expected standards:

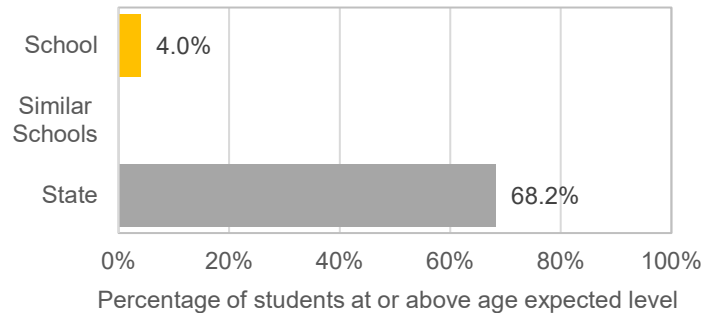
Similar Schools average:

State average:

Latest year  
(2023)



#### Mathematics (latest year) Years 7 to 10



## LEARNING (continued)

**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

#### Reading Year 7

Latest year  
(2023)

School percentage of students  
in Strong or Exceeding:

NDA

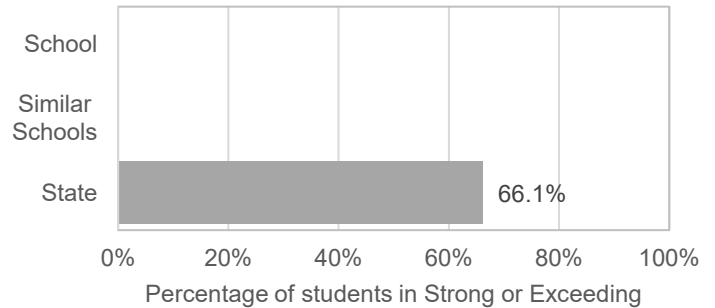
Similar Schools average:

NDA

State average:

66.1%

#### NAPLAN Reading (latest year) Year 7



#### Reading Year 9

Latest year  
(2023)

School percentage of students  
in Strong or Exceeding:

66.7%

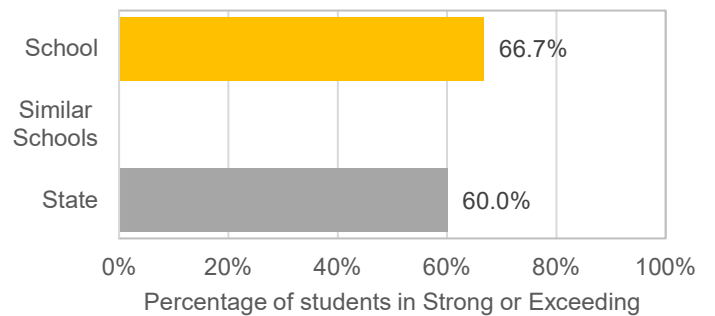
Similar Schools average:

NDA

State average:

60.0%

#### NAPLAN Reading (latest year) Year 9



#### Numeracy Year 7

Latest year  
(2023)

School percentage of students  
in Strong or Exceeding:

NDA

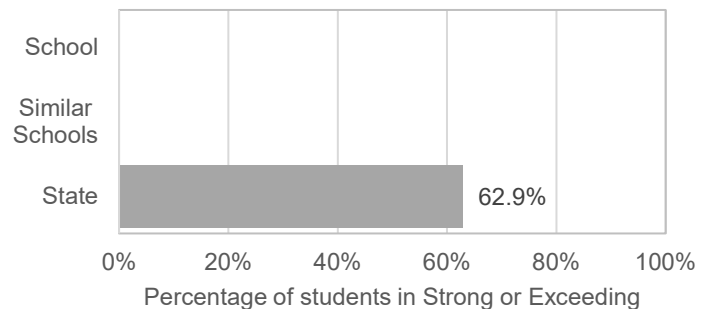
Similar Schools average:

NDA

State average:

62.9%

#### NAPLAN Numeracy (latest year) Year 7



#### Numeracy Year 9

Latest year  
(2023)

School percentage of students  
in Strong or Exceeding:

75.0%

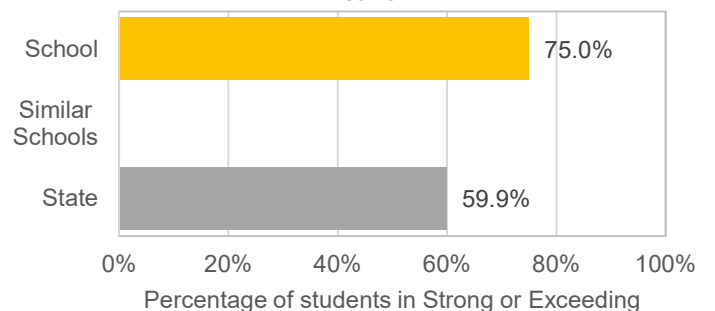
Similar Schools average:

NDA

State average:

59.9%

#### NAPLAN Numeracy (latest year) Year 9



## LEARNING (continued)

**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

#### Reading Year 7

Latest year  
(2022)

School percentage of students in the top three bands:

NDA

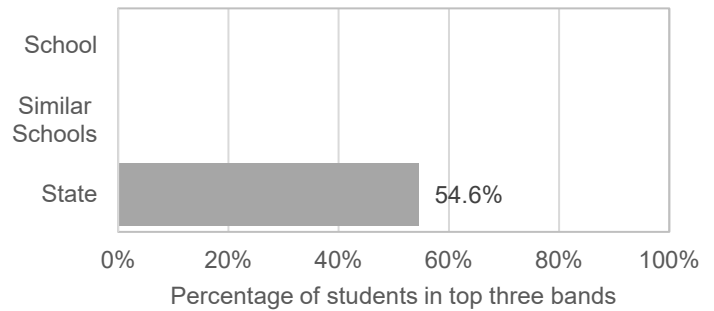
Similar Schools average:

NDA

State average:

54.6%

**NAPLAN Reading (2022)  
Year 7**



#### Reading Year 9

Latest year  
(2022)

School percentage of students in the top three bands:

NDA

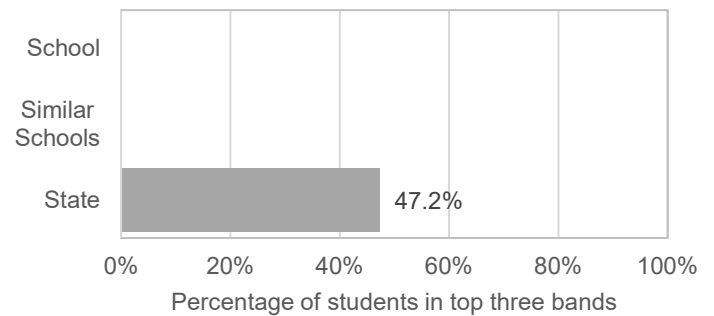
Similar Schools average:

NDA

State average:

47.2%

**NAPLAN Reading (2022)  
Year 9**



#### Numeracy Year 7

Latest year  
(2022)

School percentage of students in the top three bands:

NDA

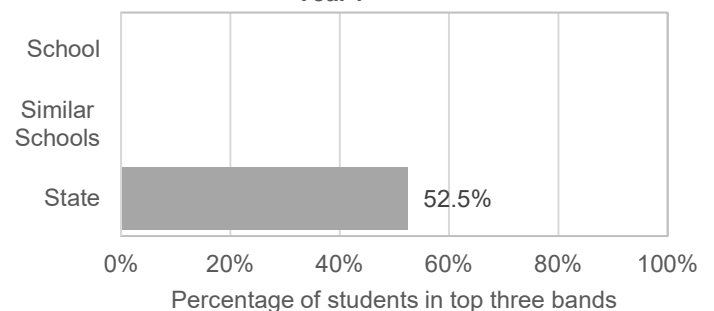
Similar Schools average:

NDA

State average:

52.5%

**NAPLAN Numeracy (2022)  
Year 7**



#### Numeracy Year 9

Latest year  
(2022)

School percentage of students in the top three bands:

NDA

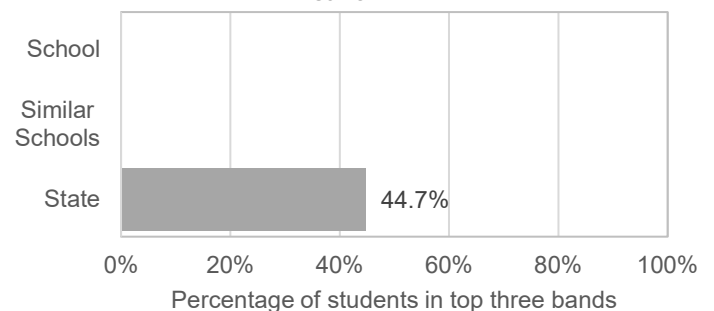
Similar Schools average:

NDA

State average:

44.7%

**NAPLAN Numeracy (2022)  
Year 9**



## LEARNING (continued)

**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Victorian Senior Secondary Certificate

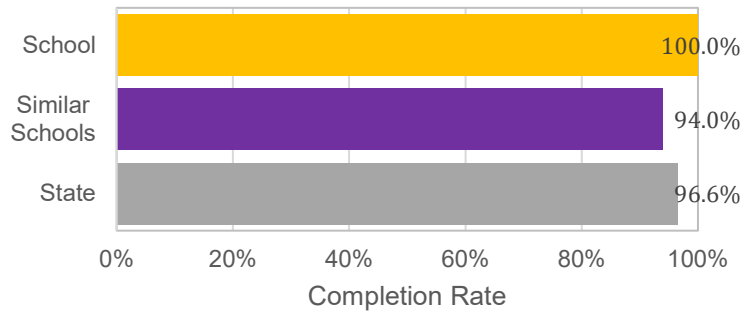
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

Note that as of 2023, the Victorian Senior Secondary Certificate completion rate includes the VCE including the VCE Vocational Major.

#### Victorian Senior Secondary Certificate

	Latest year (2023)	4-year average
School completion rate:	100.0%	100.0%
Similar Schools completion rate:	94.0%	95.8%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

NDP

Number of students awarded the VCE Vocational Major

NDP

Number of students awarded the Victorian Pathways Certificate

NDP

Percentage Year 12 students in 2023 undertaking at least one Vocational Education and Training (VET) unit of competence:

24%

Percentage VET units of competence satisfactorily completed in 2023:

58%

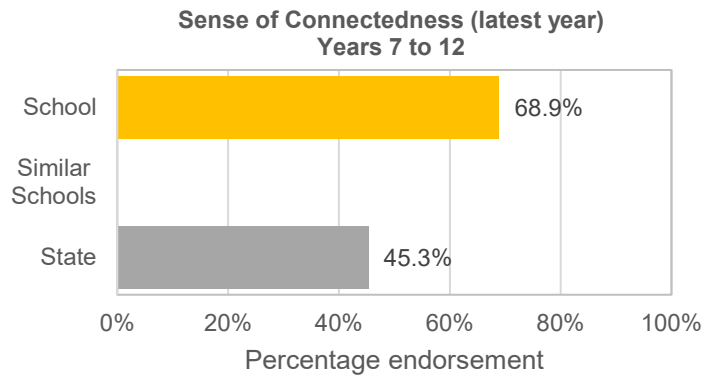
## WELLBEING

**Key:** *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

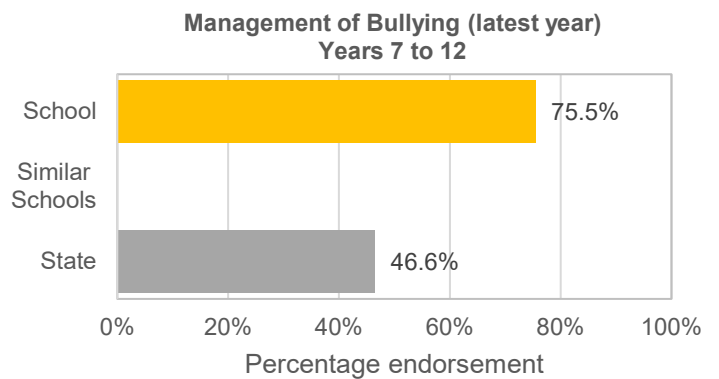
Sense of Connectedness Years 7 to 12	Latest year (2023)	4-year average
School percentage endorsement:	68.9%	71.5%
Similar Schools average:	NDA	NDA
State average:	45.3%	49.9%



### Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 7 to 12	Latest year (2023)	4-year average
School percentage endorsement:	75.5%	77.1%
Similar Schools average:	NDA	NDA
State average:	46.6%	51.0%



## ENGAGEMENT

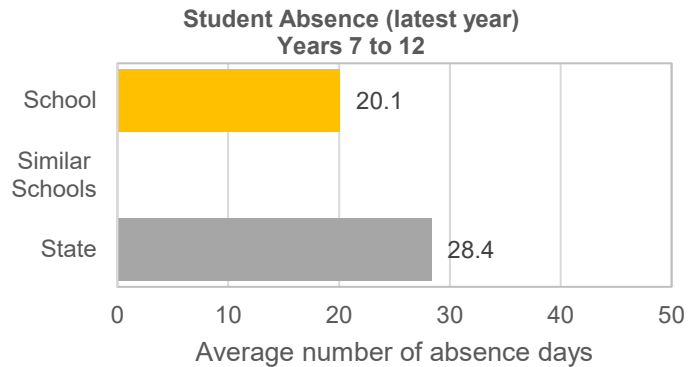
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

#### Student Absence Years 7 to 12

	Latest year (2023)	4-year average
School average number of absence days:	20.1	22.6
Similar Schools average:	NDA	NDA
State average:	28.4	23.8



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

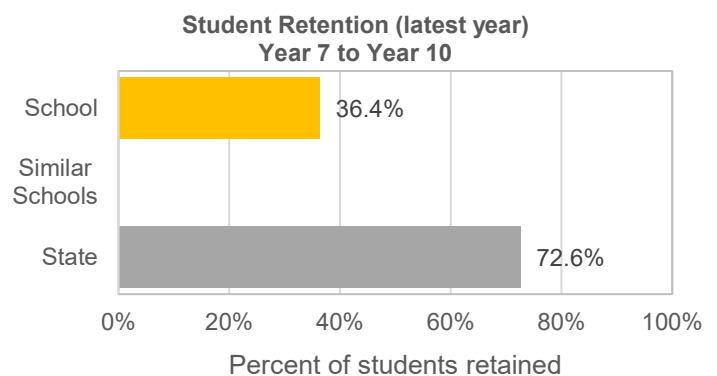
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	98%	95%	92%	90%	88%	86%

### Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

#### Student Retention Year 7 to Year 10

	Latest year (2023)	4-year average
School percent of students retained:	36.4%	38.1%
Similar Schools average:	NDA	NDA
State average:	72.6%	73.8%



## ENGAGEMENT (continued)

**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

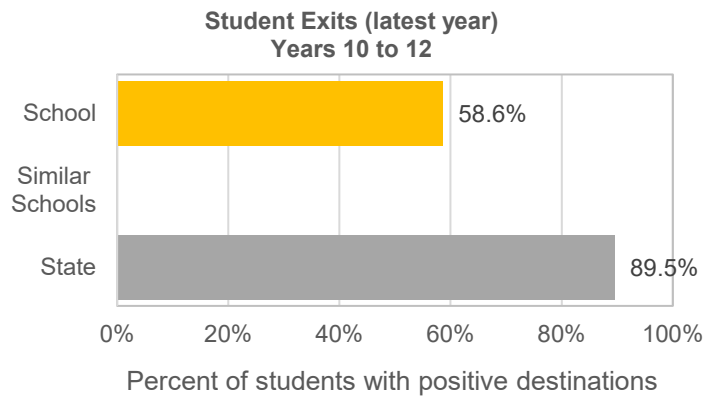
### Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school.  
Data excludes destinations recorded as 'Unknown'.

#### Student Exits Years 10 to 12

	Latest year (2022)	4-year average
School percent of students to further studies or full-time employment:	58.6%	61.4%
Similar Schools average:	NDA	NDA
State average:	89.5%	89.5%



# Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2023

Revenue	Actual
Student Resource Package	\$8,173,991
Government Provided DET Grants	\$1,857,652
Government Grants Commonwealth	\$0
Government Grants State	\$9,800
Revenue Other	\$83,353
Locally Raised Funds	\$22,745
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$10,147,542</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$913,826
Equity (Catch Up)	\$64,415
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$978,241</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$6,686,425
Adjustments	\$0
Books & Publications	\$358
Camps/Excursions/Activities	\$4,853
Communication Costs	\$40,813
Consumables	\$198,813
Miscellaneous Expense <sup>3</sup>	\$61,066
Professional Development	\$80,263
Equipment/Maintenance/Hire	\$429,799
Property Services	\$207,064
Salaries & Allowances <sup>4</sup>	\$167,972
Support Services	\$654,865
Trading & Fundraising	\$466
Motor Vehicle Expenses	\$10,689
Travel & Subsistence	\$71
Utilities	\$51,126
<b>Total Operating Expenditure</b>	<b>\$8,594,643</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$1,552,899</b>
<b>Asset Acquisitions</b>	<b>\$25,063</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 20 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.



## FINANCIAL POSITION AS AT 31 DECEMBER 2023

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$868,446
Official Account	\$216,851
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,085,297</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$294,388
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$790,909
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,085,297</b>

*All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*